

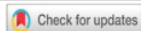


The Road to Better Assessment: Unleashing the Potential of Feedback Literacy Through Bibliometric Analysis in Education

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ABSTRACT

Objective: Feedback literacy is a fundamental skill in education that supports academic success, personal growth, and the development of lifelong learning skills. It improves the educational experience by encouraging a culture of improvement and effective communication. Feedback literacy enhances students' learning by leveraging their ability to evaluate feedback. This research analyzes articles on Feedback Literacy using Bibliometric Analysis to explore topic development and research potential. **Method:** descriptive research that Bibliometric Analysis processes. **Results:** 106 articles on feedback literacy from 2012 to 2022 were mined from Database Scopus, with the United Kingdom being the leading country contributing to this topic. The most active authors are Paul Sutton and David Carless. The latest trends in feedback literacy are associated with self-assessment, student engagement, socio-material aspects, and interprofessional education. **Novelty:** The novelty in exploring articles related to feedback literacy is the research associated with individual differences in learning, as each student always desires to be treated differently, especially when receiving feedback and giving feedback to other classmates

INTRODUCTION

The development of feedback in the last decade has been shifting. A few years ago, teachers' feedback was seen as an informative statement to revise and add to students' knowledge (Chong, 2020). Nevertheless, nowadays, a new perspective of feedback has been introduced. Numerous researchers have now seen that feedback requires students to be actively involved and use each feedback to improve their learning quality (Boud & Dawson, 2021; Chong, 2020; Henderson et al., 2019). Previous studies have shown the importance of feedback in the learning process (Barnawi et al., 2024; Namaziandost et al., 2024; Sanchayan et al., 2024). Researchers focused on developing the content of feedback and its principles. Feedback was expected to improve learners' work by enhancing its contents and principles. According to Evans (2013), the research on feedback conducted before 2012 focused on building the principle of feedback to establish effective feedback for students. Moreover, it synthesizes that most studies between 2000 and 2012 contain 12 principles of feedback. Most principles discuss how feedback can be further explored to support students' learning effectively. For example, numerous studies in this time examined explicit delivery of feedback, the technicalities of feedback, and training in assessment for teachers. Based on the studies Conducted before 2012, it can be inferred that researchers put feedback at the center of the examined and explored object.

Nonetheless, after 2012, there was a significant shift in examining feedback implementation in teaching and learning activities. The idea of feedback literacy initially switched our perspectives on understanding feedback (Chan & Luo, 2022;

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